

Assessment Summary and Recommendations Form

About the Student

Name: Benjamin
Age: 13 year old / 7th Grader

Date: March 19, 2014

Learner Profile (summarize from IEP):

Ben is a hard-working student who enjoys participation in routine instruction. Once skills are internalized (generally between 6-12 lessons), Ben can recall and apply learned skills in context. Ben can demonstrate decoding skills and letter knowledge as well as number recognition up to 20. Ben likes to talk and write about his experiences, his friends, and sports.

Ben has significant medical and developmental disabilities that impact his progress in all curriculum areas. Specifically, Ben is limited in his attention, self-regulation, executive function, expressive and receptive language skills, and fine and gross motor skills.

Currently, Ben receive direct 1:1 instruction around functional literacy and math skills but is included three general education classes; science, chorus, and art. He receives PT, OT, SPL, Community and Pre-Voc services outside of the general education setting.

IEP Goals and specific Curriculum Skills or Tasks Addressed:

For the purposes of this assessment, focus was placed on the writing portion of Ben's Literacy Goal:

"...making connections through writing about experiences that are either personal or familiar to him with 80% accuracy."

The specific curriculum skill addressed during this session was Ben's ability to write a semantically correct sentence. Specific tasks included sequencing, and correct word choice, expanding the volume of written work produced, and recognizing errors in his written work.

To address Ben's literacy goal, specifically as it pertains to writing, Ben is given a picture about a real life event, and asked to describe what is happening with verbal prompts to answer who, what, where, and how questions. Ben can dictate a complete sentence with three teacher prompts. With prompting, Ben writes the sentences he has dictated (work samples attached).

About the Environment

During Data Capture:

The evaluation occurred in Ben's classroom, where he receives his 1:1 functional literacy and math tutorials. Sitting side-by-side with the evaluator, Ben utilized a laptop computer and an iPad during the evaluation.

Everyday Classroom:

Within the context of Ben's day, he utilizes a variety of low-to-high tech devices to provide access to the curriculum. Ben utilizes a notebook for a journal where he handwrites dictated sentences. He uses manipulatives to practice sorting and completes activities on the Attainment system in the classroom. Both the teacher and students have access to a Smartboard. The classroom is outfitted with 4 iPad devices, two iPad 1's and two iPad 2's.

Target Skill or Task being Evaluated (or IEP Goal):

Literacy Goal:

For the purposes of this evaluation, Ben was evaluated based on the following portion of his IEP Goal:

"Benjamin will increase his reading level by independently reading sight words, decoding and encoding words that include blends and digraphs, answering literal and inferential comprehension questions, retelling stories in sequence, and making connections through writing about experiences that are either personal or familiar to him with 80% accuracy."

Benchmark being Evaluated:

The following benchmark was targeted during this evaluation:

In the context of 1:1 language arts instruction, Benjamin will write a semantically correct sentence about a personal event or experience utilizing assistive tech with given words and word banks with 100% accuracy and 80% independence across 3 sessions.

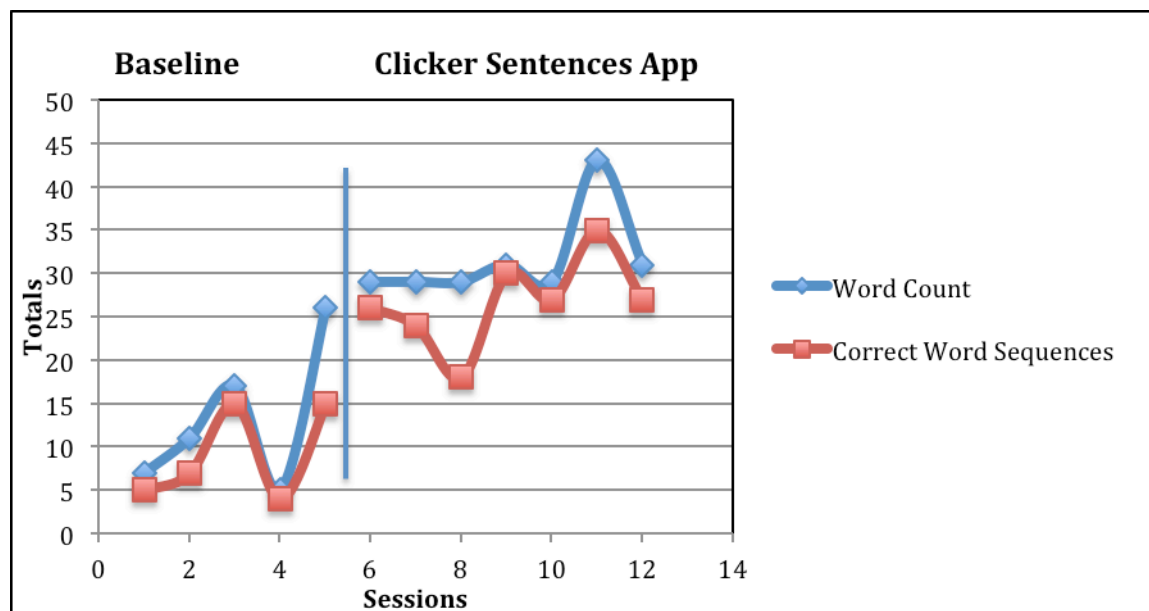
Primary Evidence and Data over time for each skill:

For the purposes of this evaluation, baseline data was collected using work samples Ben produced during his 1:1 Functional English tutorial. It is important to note that the student work samples analyzed did not indicate a level of independence or number of prompts provided. However, it is clear from two samples provided that Ben was given prompts to recall a personal experience. On two occasions, he dictated his personal experiences and then put his words into writing.

The baseline data and data collected during the evaluation process measured the word count and correct word sequences. Spelling and capitalization was not assessed. Word count indicates the number of words set-off with spaces on either side (e.g. I was at the walk = 4 words). Correct word sequences were calculated to assess Ben's word order and semantics. Again, spelling and capitalization were not assessed.

Evidence

The following data is representative of Ben's performance before using the Clicker Sentences app and during, using random word order support with the model sentence in the grid.



With each subsequent session, Ben decreased the level of prompting necessary to assist him in producing semantically correct sentences. During Session 9, Ben required eight prompts and by Session 12 he required only

three. With random word order employed, Ben was able to generate a forty-three word five-sentence paragraph with six errors.

Data confirms that the Clicker Sentences app, has allowed Ben increased independence. Instead of the teacher dictating sentences for Ben to write, the teacher can prompt Ben to assist him in making the correct word choice. For example stating "Ben, why don't you listen to the model sentence again before you choose that word," provides him with the opportunity to write more independently and authentically as opposed to a teacher dictated sentence he is required to copy. Furthermore, given the support of a model sentence and a word bank in Clicker Sentences, Ben was able to increase his written output from an average of 13.2 words to an average of 31.5 words. In addition, Ben was able to increase his correct word sequences from an average of 9.2 with dictated sentences to an average of 26.7 using the Clicker Sentences app.

Observations While Collecting Evidence:

Attention to task:

Ben was fully engaged in the evaluation process. He enjoys writing about personal experiences and enjoys using technology. When using the Clicker Sentences app, he required frequent prompting initially. However, very quickly he identified other features in the app and used them appropriately. For example, Ben recognized the delete icon and used it to delete incorrect words. He located the sound icon and used the feature to hear words read back to him.

Related Behaviors:

It was evident throughout the evaluation that Ben takes great pride in his work. When he completed a sentence, he stated, "I did it!" When he listened to a sentence and recognized an error, he said "Oh no, that's not right." He often looked to the evaluator for feedback prior to selecting a word. He quickly picked up on the pattern inherent in the forced word order and sentence order support within the Clicker Sentences app.

Strategies Used:

In order to assess Ben's ability to write semantically correct sentences, the evaluator did not provide any feedback when he was seeking approval for his word choices. He received positive feedback when he completed a sentence regardless of whether it was correct or incorrect. To determine if Ben had the ability to recognize errors in his writing, the evaluator encouraged him to listen to his work.

Additional Comments:

Ben is able to navigate the Clicker Sentences app with ease. He enjoys recalling personal experiences and particularly enjoys the inflection "Heather" uses to read his sentences. He mimics her intonation and enjoys the feedback he gets from his teachers and classmates.

Recommendations:

Skills to practice:

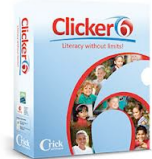
Ben needs continued support with his written expression skills, specifically, increasing his written output, and writing in semantically complete sentences. Furthermore, exposing Ben to text across all settings (school/home/community) and curriculum areas and encouraging the use of language, both spoken and written, will help increase Ben's expressive language skills.

Recommended devices:

iPadAir 64GB



STM Dux Ultra Protective Case for iPad Air

Recommended Software:**Clicker 6 by Crick Software**

The software version of Clicker offers the most customization. Loaded on a desktop computer in the classroom, the teacher can generate Sentence Sets, Activities (matching, book creation) to address Ben's Literacy goals. Utilizing the Smartboard in the classroom, Ben can generate and manipulate text to develop his reading and writing skills.

**Unique Learning System**

An online, dynamic, standards-based curriculum specifically designed for students with special needs. Subscribers download monthly instructional thematic units of study. Each unit contains



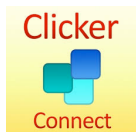
30 special education lesson plans and downloadable materials that teachers can readily implement into classroom learning activities. All materials are created using SymbolStix graphics. The unit lesson plans define three levels of differentiated tasks to accommodate the diversity of learners with significant disabilities. Ben would benefit from this curriculum given the diversity of learners in his sub-separate classroom. The leveled curriculum would allow Ben to fully participate in the lesson at his access point.

Recommended Apps:



Clicker Sentences by Crick Software (\$28.99)

This app will assist Ben in developing the foundational skills of writing. Specifically, Ben can use Clicker Sentences to focus on writing in complete sentences and employing correct word order with supports (forced word order-random, model sentences, text-to-speech).



Clicker Connect by Crick Software (\$30.99)

This app will provide Ben with the opportunity to write more authentic sentences. With support (forced word order, graphics, text-to-speech) Ben can make word choices when developing sentences. This is the logical next-step app for Ben, to use after or in conjunction with Clicker Sentences, to continue to develop independence with writing.



Emotionary by leehsueh (free)

This journaling app will allow Ben to record (in writing, with audio, pictures) his daily activities, feelings and personal experiences. This app offers Ben additional opportunities to manipulate language in text in different media.



Videolicious by The Talk Market, Inc. (free)

Ben can use this app to capture personal experiences that occur throughout his day, in school, the community and at home. In school he can utilize his video footage to reflect on personal experiences verbally or in writing.

Off-computer practice:

It is important that Ben practices both writing and speaking in complete semantically correct sentences. Throughout his day both in school and at home, Ben should be encouraged to speak in complete sentences when talking about his day or interacting with his peers, family and members of the community.

Teaching Strategies Recommended:

Incorporate the use of the above recommended device, apps, and software into Ben's daily routine. Frequent use and repetition across all curriculum areas will help Ben generalize and develop his literacy skills.

When using the Clicker 6 software and apps, decrease support as Ben progresses. For example use sentence-order or random-order, instead of forced word order, when Ben is writing sentences. Remove the model sentence to challenge his ability to write sentences using verbal prompts. In addition to practicing the foundations of writing, provide Ben with opportunities to write novel sentences using the journaling app, and video's he's created.

Practice at home:

It will be important to share Ben's written work between school and home. Any digital books Ben creates or uses in class should be accessible on his device for use at home to increase his exposure to text. Ensuring that Ben has images and video of personal experiences outside of school will fall on the family and those who work with Ben outside the school day.

Professional Development Recommendations:

Training will be necessary for all teachers who work with Ben including his OT and SPL. To assist Ben in generalizing skills across all areas, it will be important to train parents and any others who work with Ben outside of school. Training can be conducted by the district Assistive Technology Coordinator or by software representatives.

Training in the following areas is recommended:

- General navigation of the iPad
- Clicker 6 Software
- Clicker Sentences and Clicker Connect Apps
- Incorporating the technology into Ben's day across curriculum areas and between home and school.